

THE NEXT ERA OF REFORM: SENATE BILL 1, STANDARDS, AND SUCCESS

John T. DeAtley, Senior Associate for Academic Affairs
Kentucky Council on Postsecondary Education
Maysville, Kentucky
May 18, 2010

PROGRESS SINCE KERA

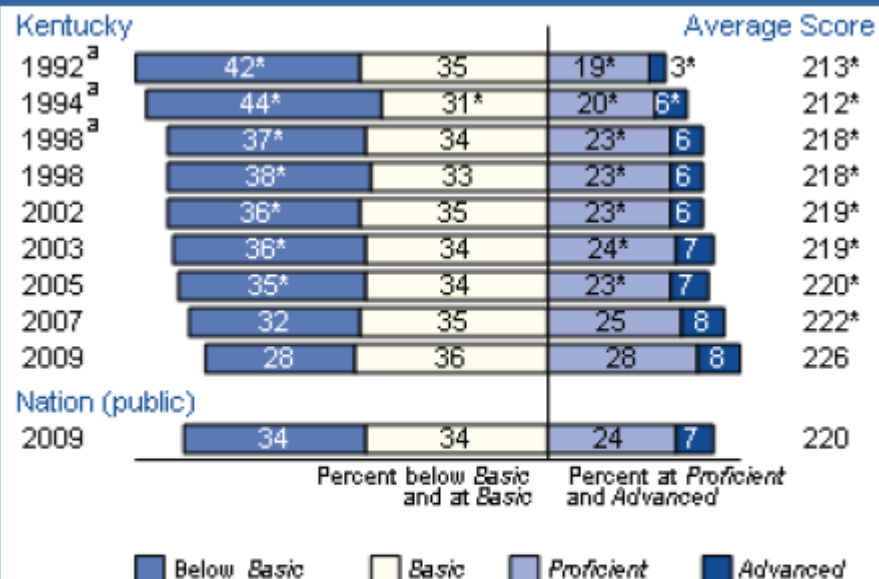
Kentucky Long Term Policy Research Center Educational Index, 2007

The Bottom 10 States in 1992 and Each State's Rank in 2007		
	1992	2007
New Mexico	41	47
North Carolina	42	34
Kentucky	43	35
South Carolina	44	41
Tennessee	45	42
West Virginia	46	45
Arkansas	47	43
Alabama	48	46
Louisiana	49	50
Mississippi	50	49
<i>Source: KLTPRC calculations based on multiple data sources</i>		

Kentucky Long Term Policy Research Center Educational Index, 2007

Selected Education Indicators for Kentucky, 1992, 2007				
	1992		2007	
	Value	Rank	Value	Rank
HS Diploma or Higher*	77%	46	86%	43
Two-Year Degree or Higher*	22%	45	33%	45
Bachelor's Degree or Higher*	18%	44	24%	44
9-12th Grade Dropout Rates	-	-	3.3%**	19
ACT State Composite Scores	20.0	40	20.7	36
8th Grade Math NAEP***	14%	40	27%	37
8th Grade Reading NAEP	-	-	28%	33
8th Grade Science NAEP	-	-	31%**	22
4th Grade Math NAEP	13%	42	31%	42
4th Grade Reading NAEP	23%	40	34%	27
4th Grade Science NAEP	-	-	36%	9
<p>* Percentage of adults 25 to 64 years old.</p> <p>** 2006 data used for 2007 dropout rate and 2005 data used for 2007 science scores in both 4th and 8th grades.</p> <p>*** The six NAEP indicators show the percentage of students scoring proficient or higher. A dash (-) in a cell indicates that data were not available for those years or any years prior.</p> <p>Source: KLTPRC calculations based on multiple data sources</p>				

Achievement Level Percentages and Average Score Results

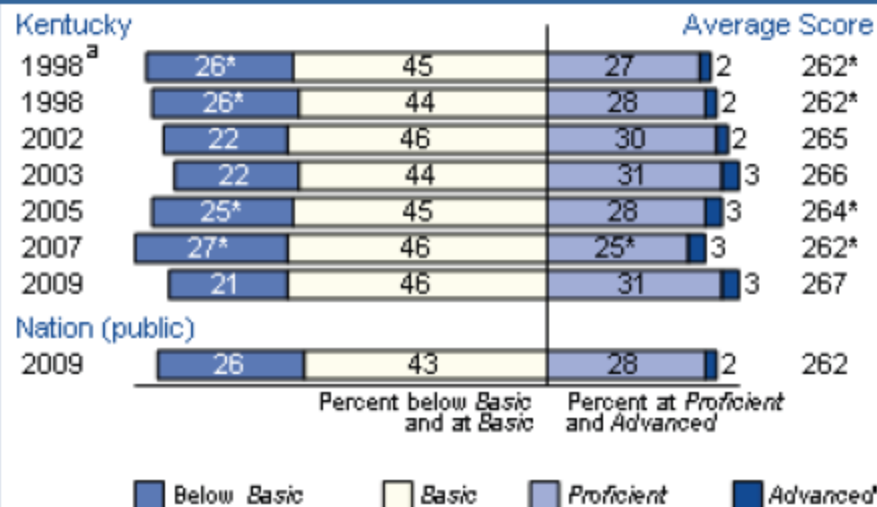


* Significantly different ($p < .05$) from state's results in 2009.

^a Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

Achievement-Level Percentages and Average Score Results

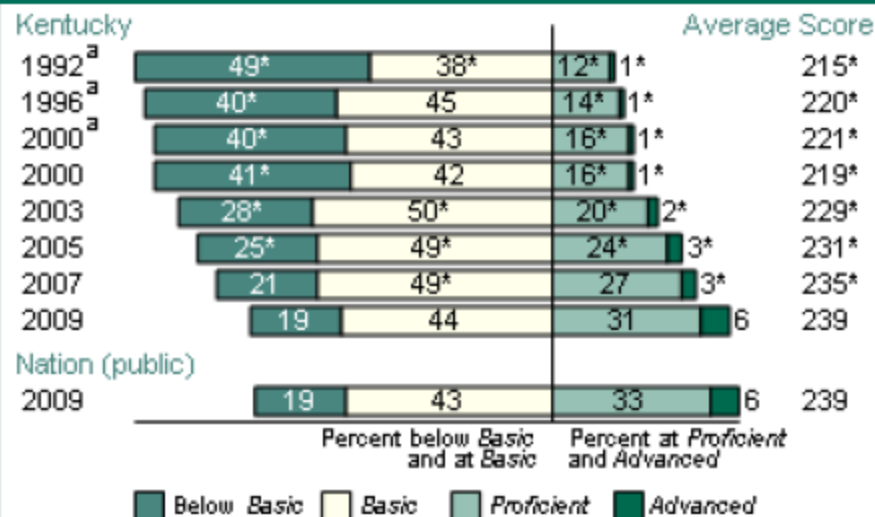


* Significantly different ($p < .05$) from state's results in 2009.

^a Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

Achievement-Level Percentages and Average Score Results

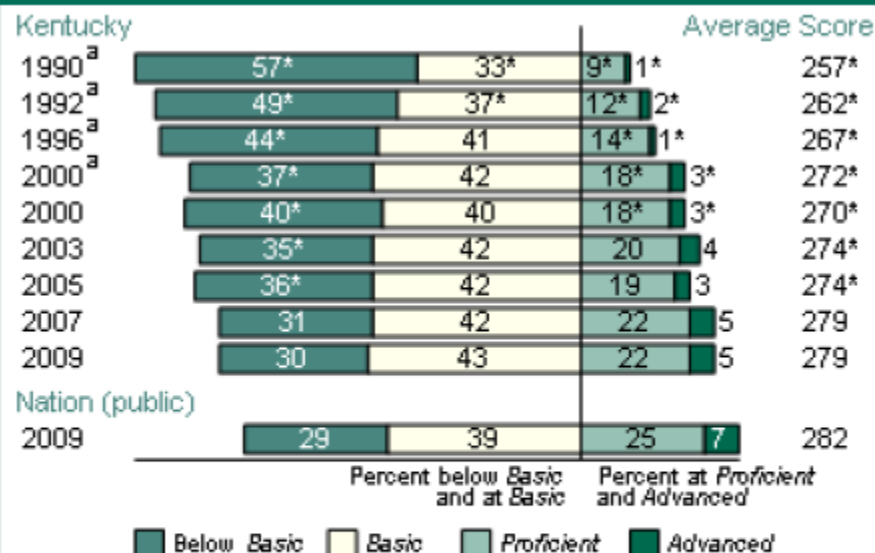


* Significantly different ($p < .05$) from state's results in 2009.

^a Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

Achievement-Level Percentages and Average Score Results

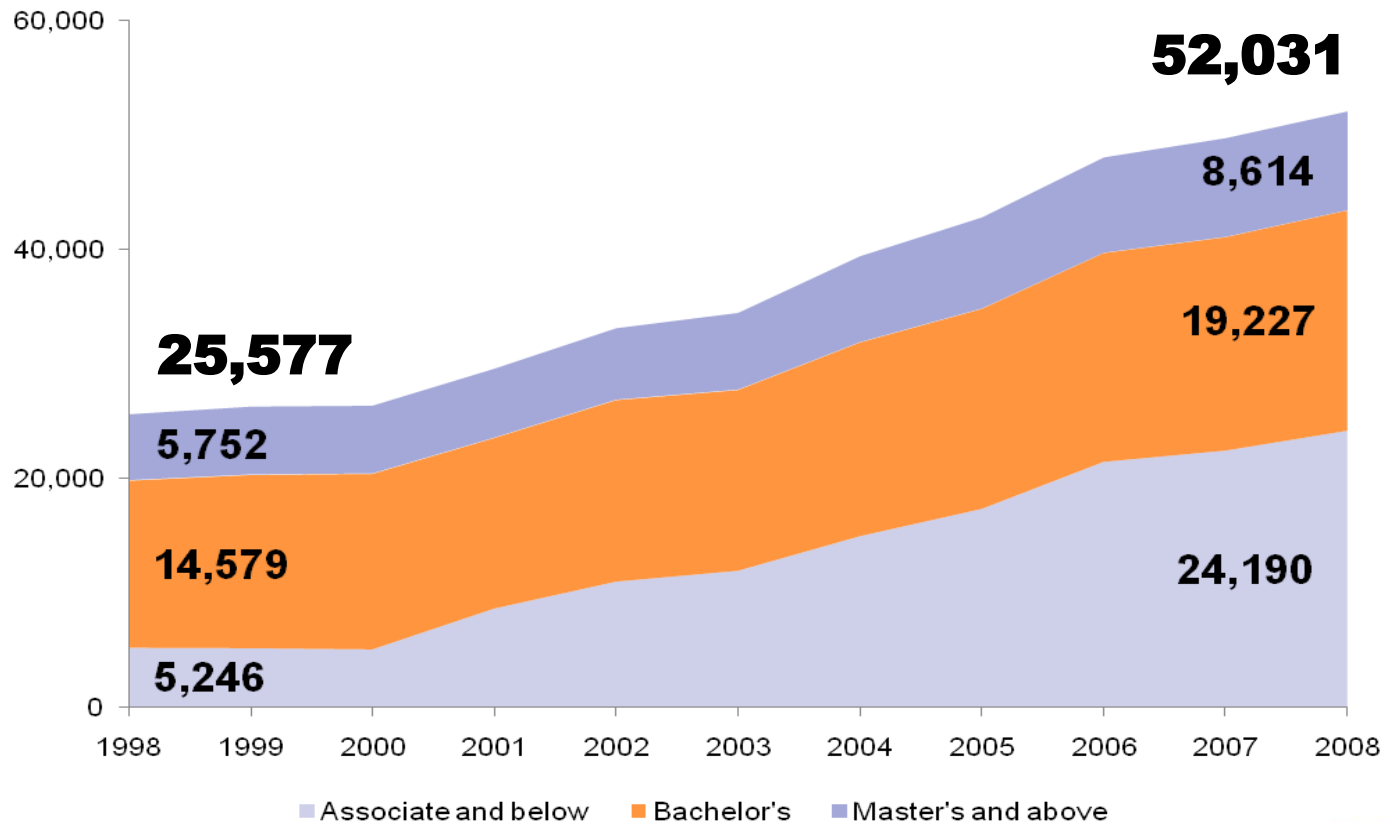


* Significantly different ($p < .05$) from state's results in 2009.

^a Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

Total Degree Production 1998-2008



Source: CPE Comprehensive Database. Totals include both public and independent institutions.

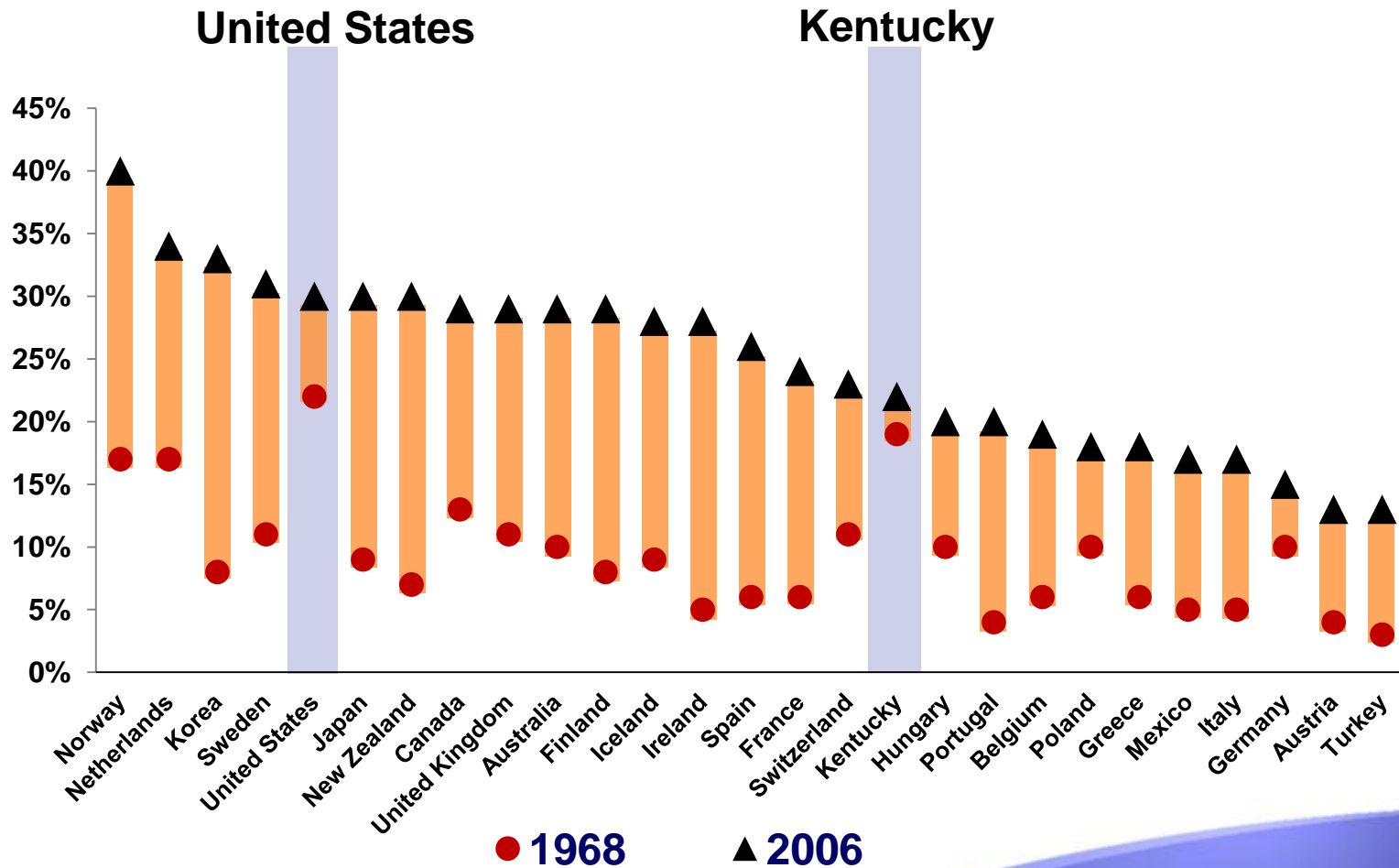
PROGRESS THAT AWAITS



Kentucky Long Term Policy Research Center Educational Index, 2007

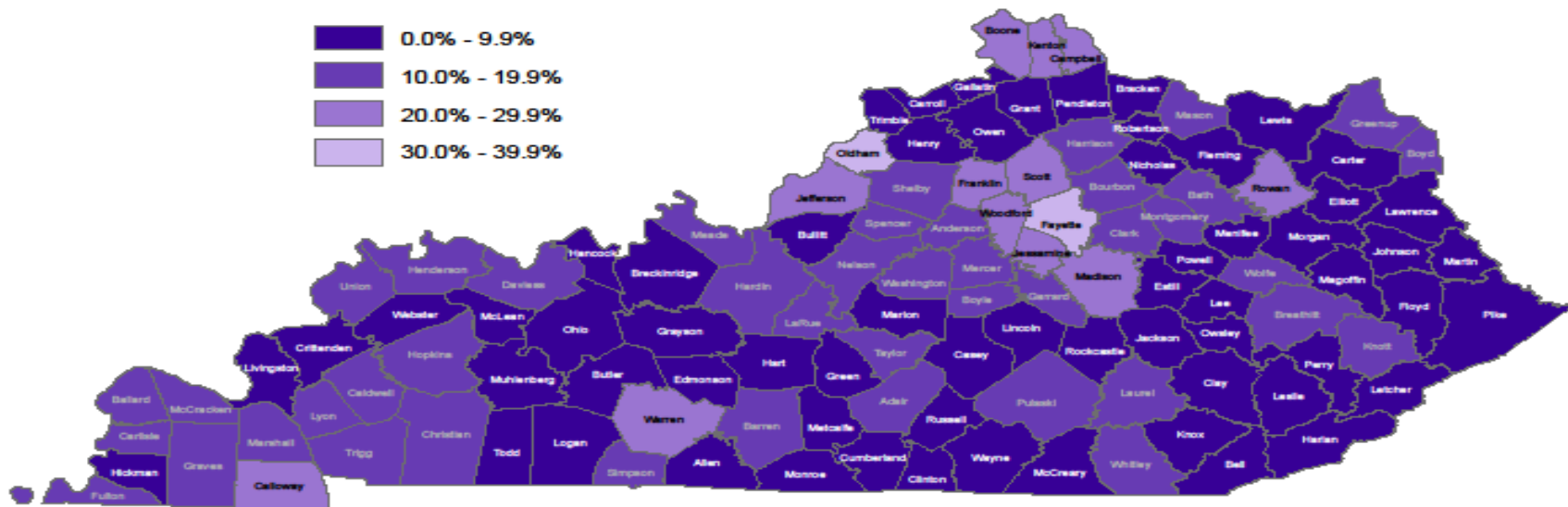
Comparing Education Indicators for Kentucky and the Average of the Top 10 States, 2007		
Education Indicators	Kentucky	Average for Top 10 States
HS Diploma or Higher	86%	93%
Two-Year Degree or Higher	33%	47%
Bachelor's Degree or Higher	24%	36%
9th-12th Grade Dropout Rates	3.3%	2.6%
ACT State Composite Scores	20.7	22.5
8th Grade Math NAEP	27%	40%
8th Grade Reading NAEP	28%	37%
8th Grade Science NAEP	31%	39%
4th Grade Math NAEP	31%	50%
4th Grade Reading NAEP	34%	40%
4th Grade Science NAEP	36%	35%
Note: The top 10 states based on the education index are MA, VT, NH, MN, NJ, CT, ND, WI, MT, and KS.		

Baccalaureate Attainment, 25-34 Age Cohort, 1968 and 2006



Kentuckians with a Bachelor's Degree or Higher

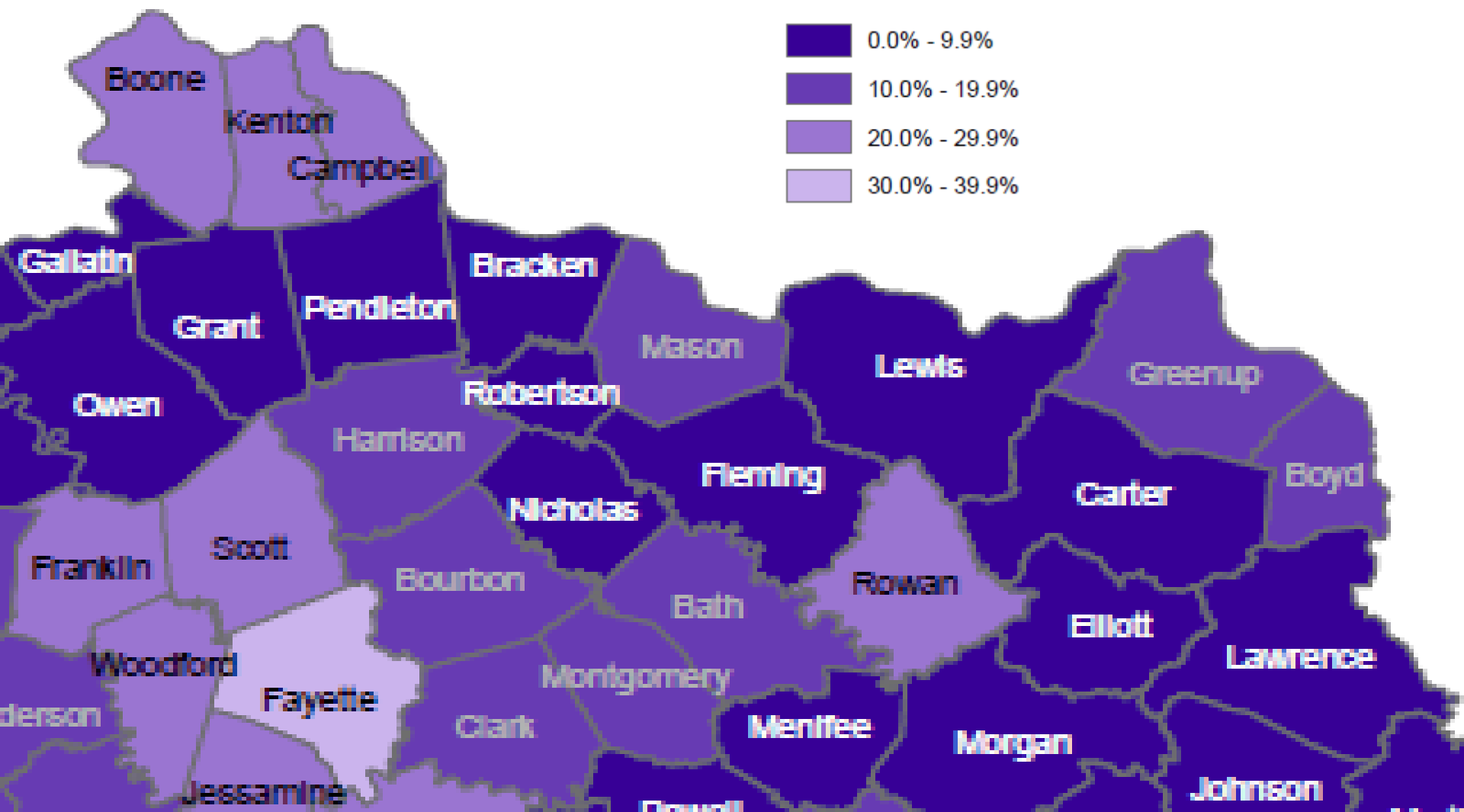
As Percentages of County Populations Aged 25 and over



24.4% of all Americans aged 25 and over hold a bachelor's or higher degree (2000).
17.1% of all Kentuckians aged 25 and over hold a bachelor's or higher degree (2000).

SOURCE: US Census 2000, Summary File 3, Table PCT25

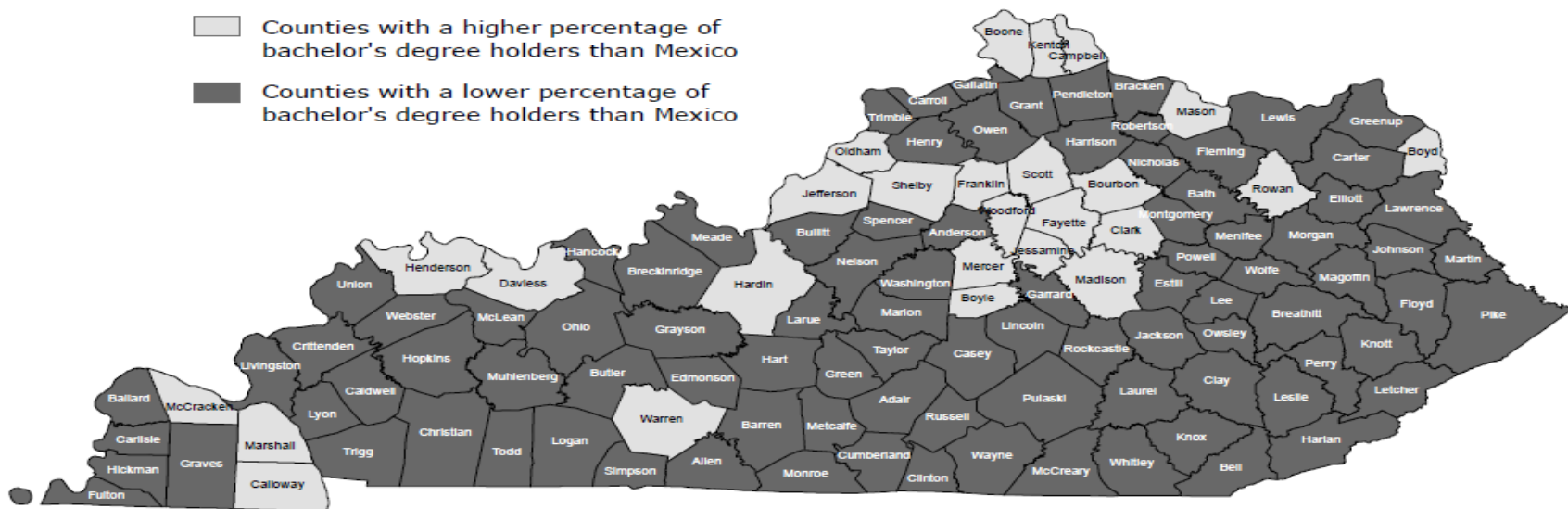




LOSING GROUND IN THE GLOBAL ECONOMY

Counties With a Lower Percentage of Bachelor's Degree Holders Than Mexico

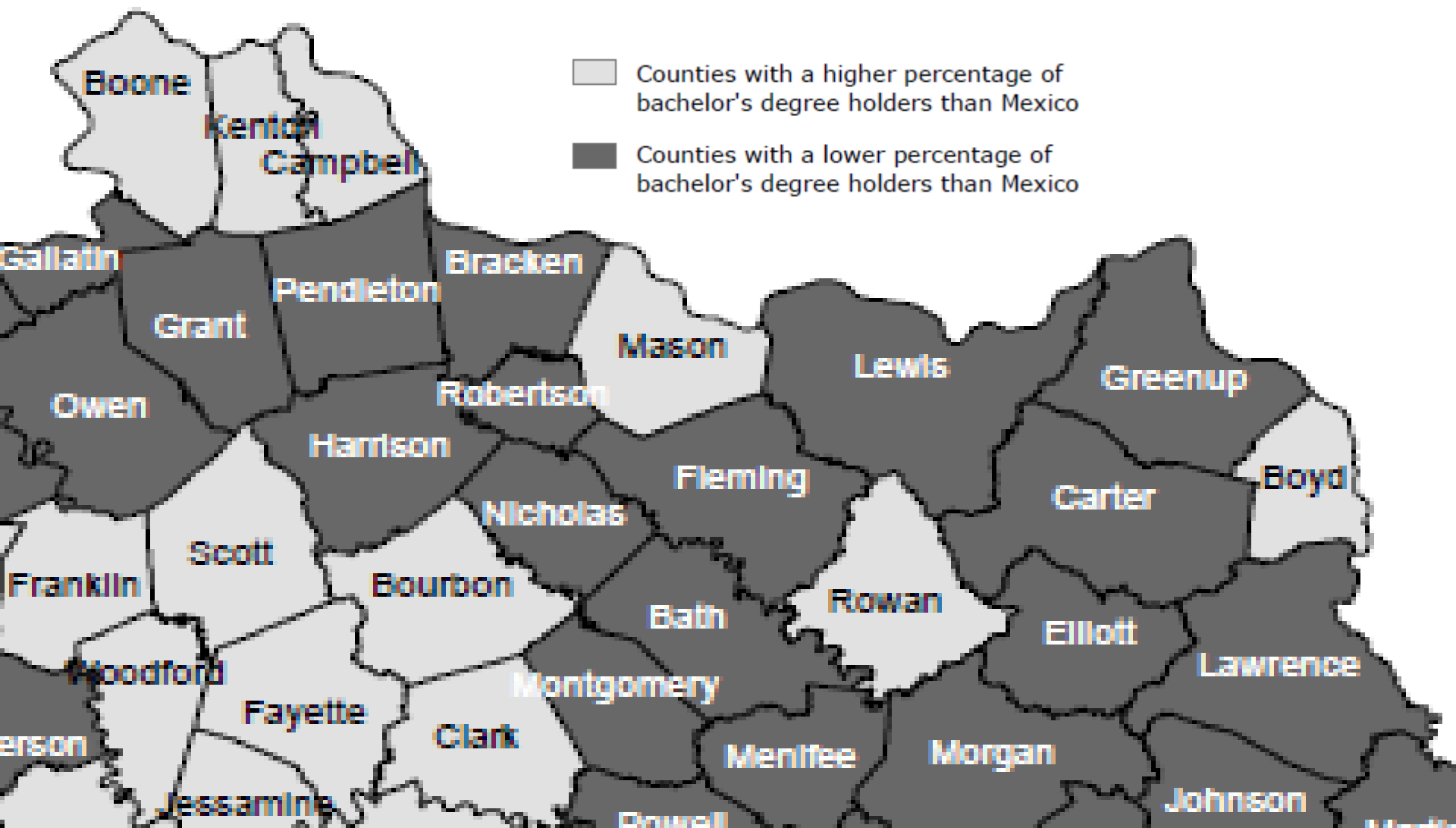
- Counties with a higher percentage of bachelor's degree holders than Mexico
- Counties with a lower percentage of bachelor's degree holders than Mexico



Sources: US Census 2000 and OECD, Education at a Glance 2007

Visit the Kentucky Postsecondary Education
Data Portal, <http://cpe.ky.gov/info>



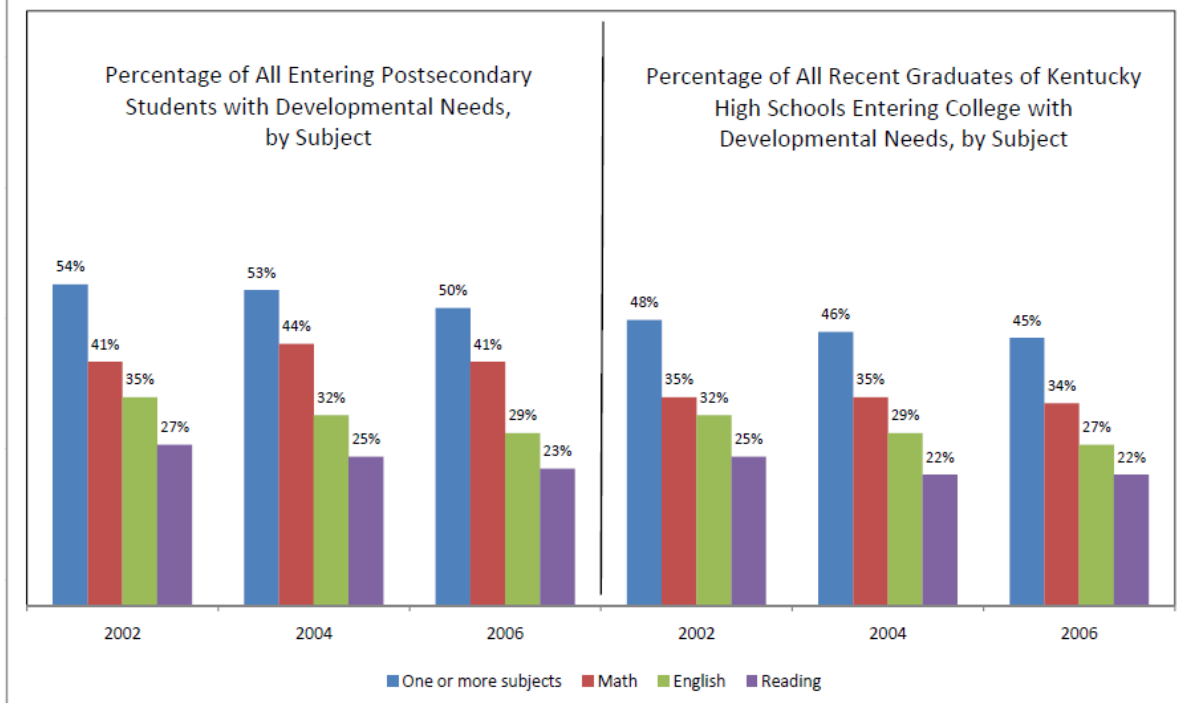


For every 100 ninth-graders in Kentucky...



Students Entering College with Developmental Needs

Students Entering Public Institutions in Fall 2002, 2004 and 2006



Note: Students enter college with developmental needs if they score 17 or lower on an ACT subject exam or the equivalent level on SAT subject or on-campus placement exams. Recent high school graduates include graduates in the same year or the previous year as their year of college entry.

Source: Kentucky Council on Postsecondary Education Comprehensive Database
April 1, 2009

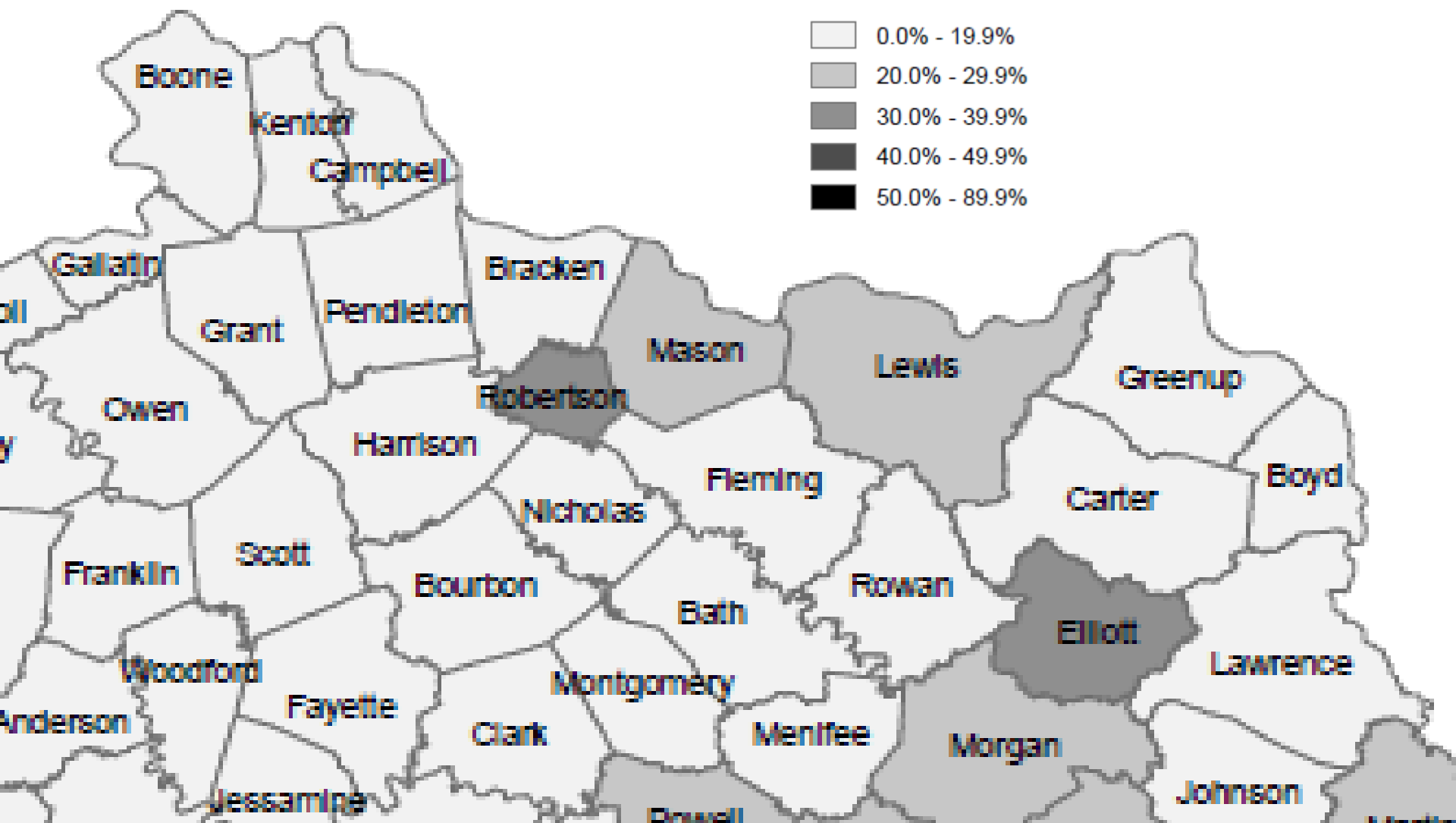
Percentage of Recent HS Graduates Entering College with Developmental Needs in All Three Subjects, 2006

Students scoring less than 18 on all three of the ACT exams in mathematics, English, and reading (or the equivalent on the SAT or on-campus placement exams) as a percentage of all students taking such exams and entering public postsecondary institutions in the fall of 2006 after graduating from high school within the previous two years.



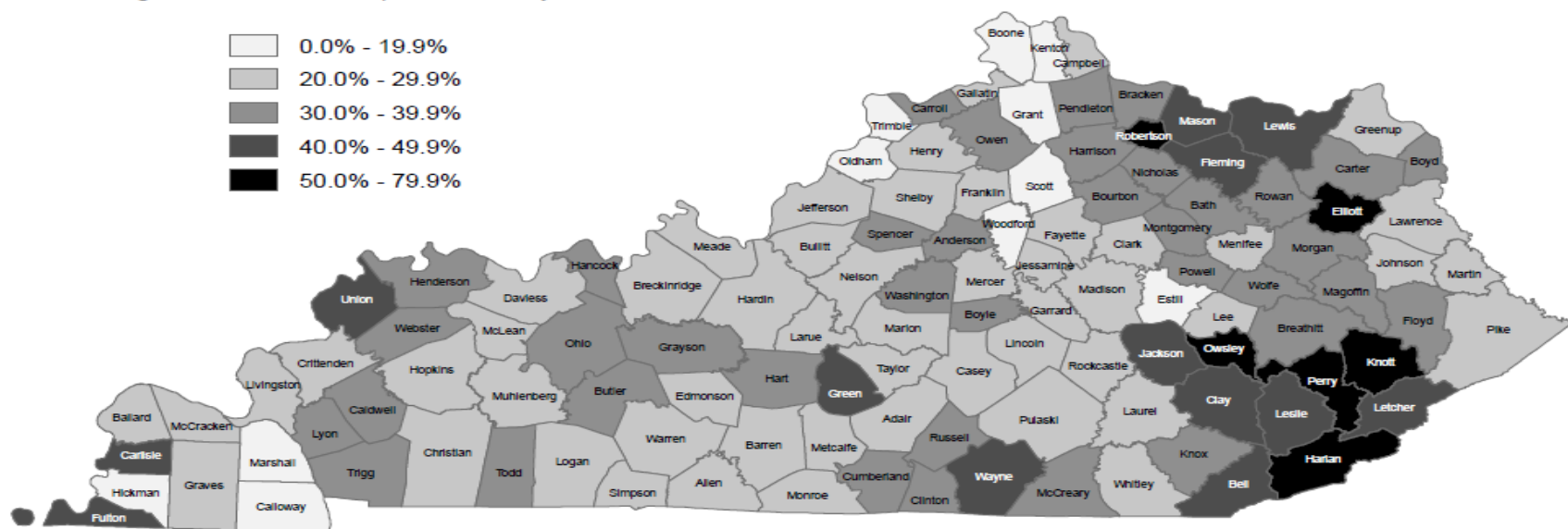
Source: Council on Postsecondary Education Comprehensive Database
September 19, 2008 - mw

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



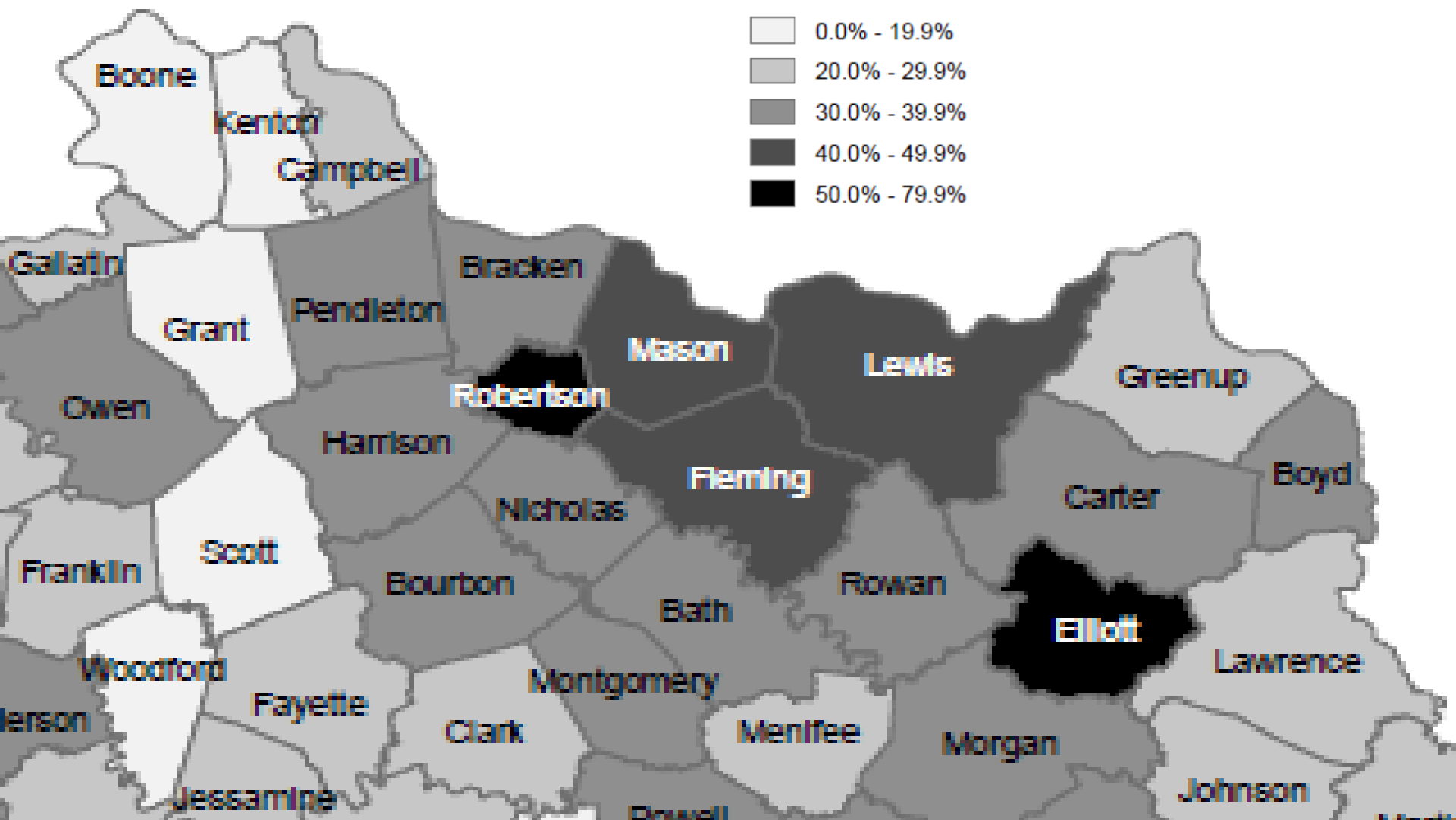
Percentage of Recent HS Graduates Entering College with Developmental Needs in English, 2006

Students scoring less than 18 on the ACT English exam (or the equivalent on the SAT or on-campus placement exams) as a percentage of all students taking such exams and entering public postsecondary institutions in the fall of 2006 after graduating from high school within the previous two years.



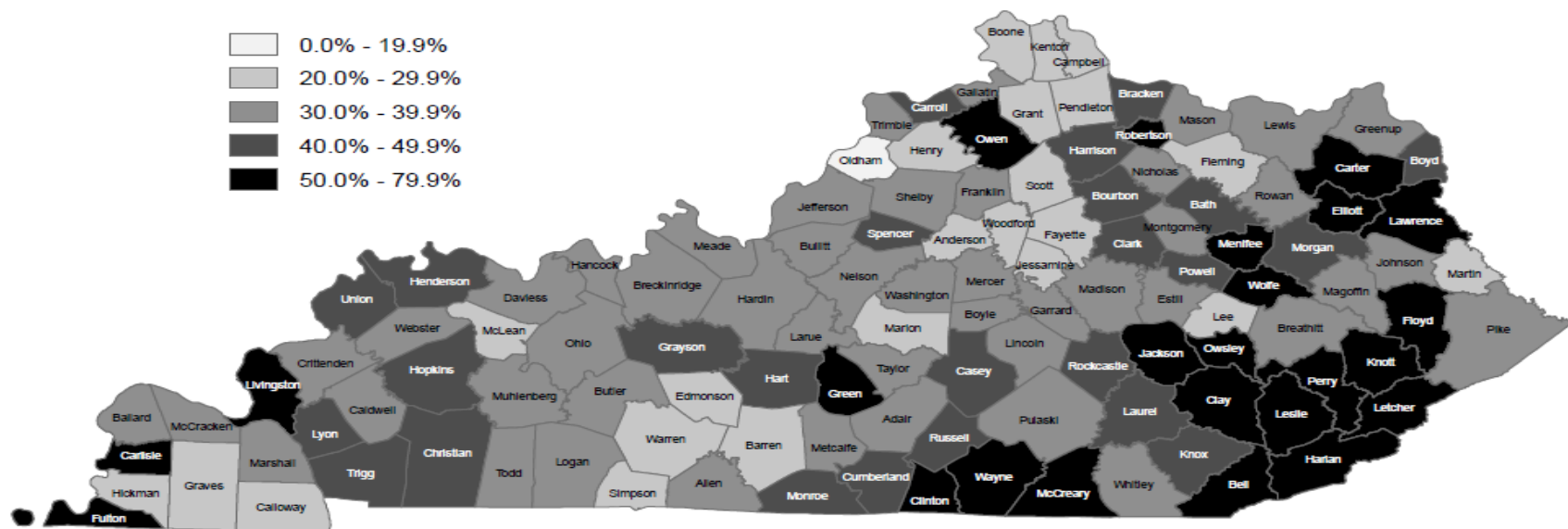
Source: Council on Postsecondary Education Comprehensive Database
September 19, 2008 - mw

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



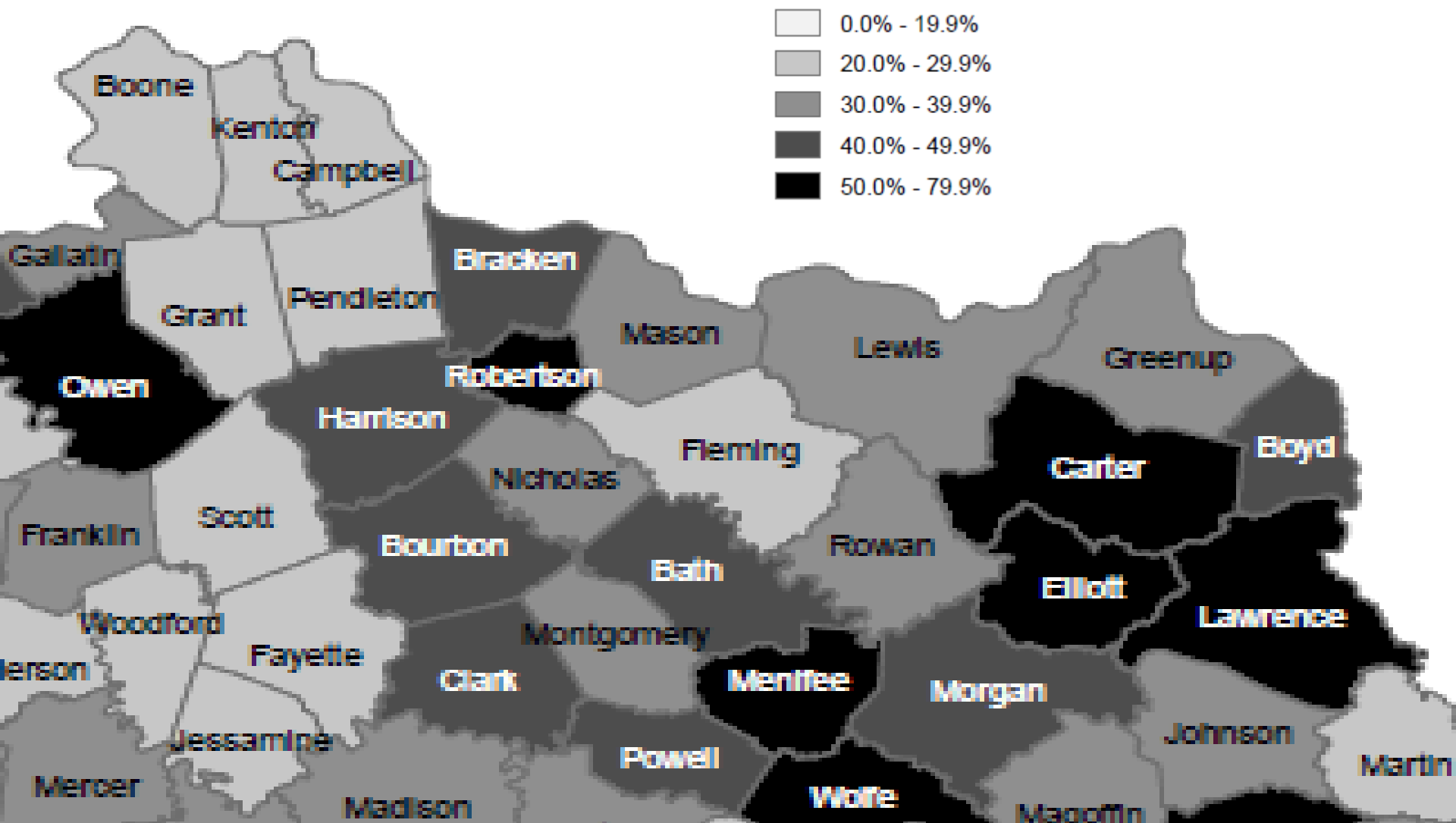
Percentage of Recent HS Graduates Entering College with Developmental Needs in Mathematics, 2006

Students scoring less than 18 on the ACT mathematics exam (or the equivalent on the SAT or on-campus placement exams) as a percentage of all students taking such exams and entering public postsecondary institutions in the fall of 2006 after graduating from high school within the previous two years.



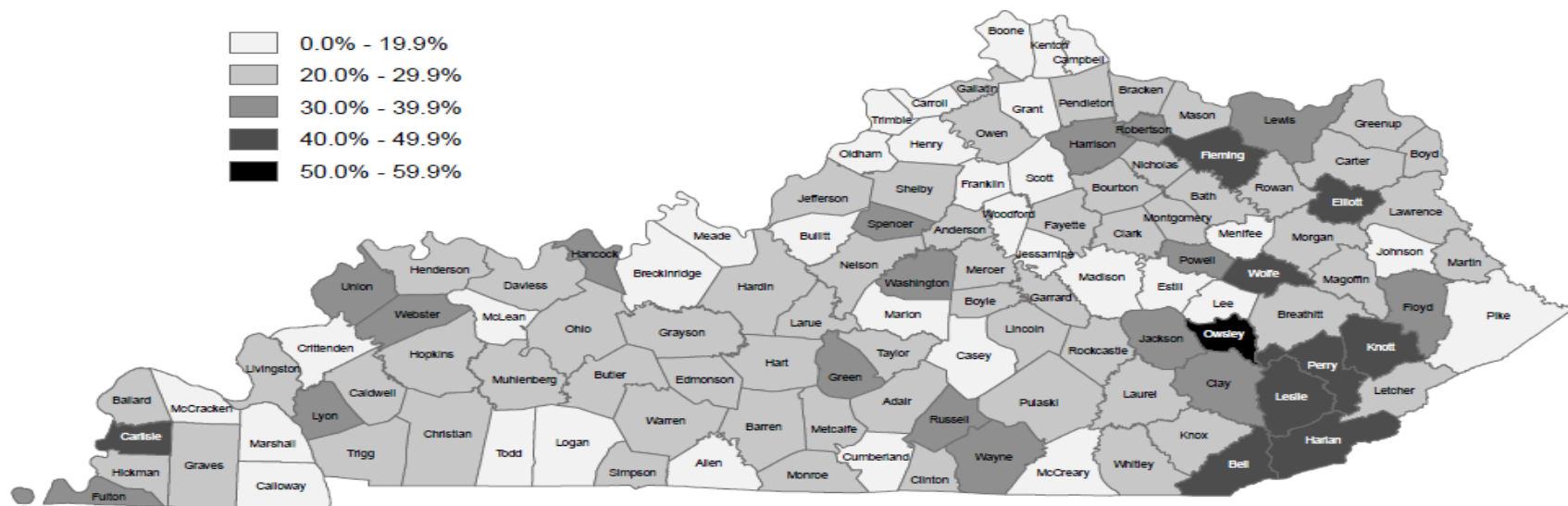
Source: Council on Postsecondary Education Comprehensive Database
September 19, 2008 - mw



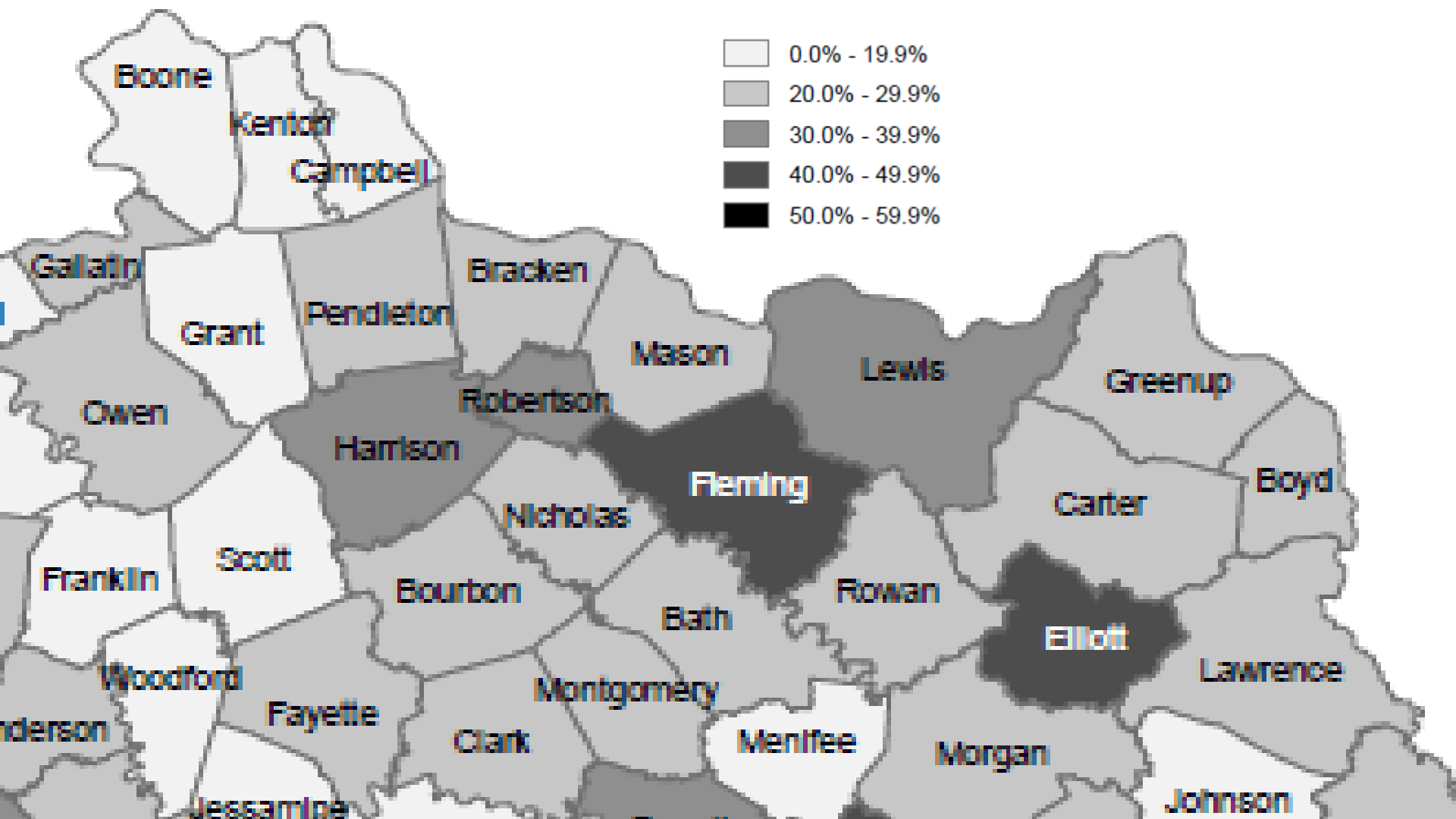


Percentage of Recent HS Graduates Entering College with Developmental Needs in Reading, 2006

Students scoring less than 18 on the ACT reading exam (or the equivalent on on-campus placement exams) as a percentage of all students taking such exams and entering public postsecondary institutions in the fall of 2006 after graduating from high school within the previous two years.



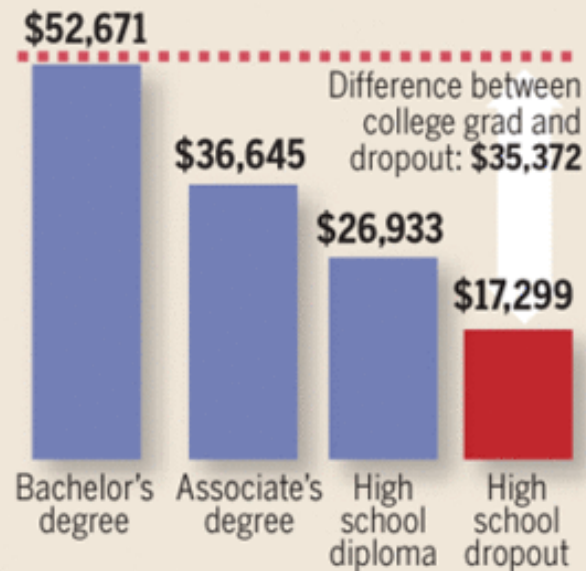
Source: Council on Postsecondary Education Comprehensive Database
September 19, 2008 - mw



WHY IS IT IMPORTANT?

Income and education

Dropouts pay for their decision in lower earnings, as reported by the U.S. Census Bureau in 2006. The economy and state also benefit from the increased earning power that comes with education.



Source: Alliance for Excellent Education



Unemployment Rate by Level of Education

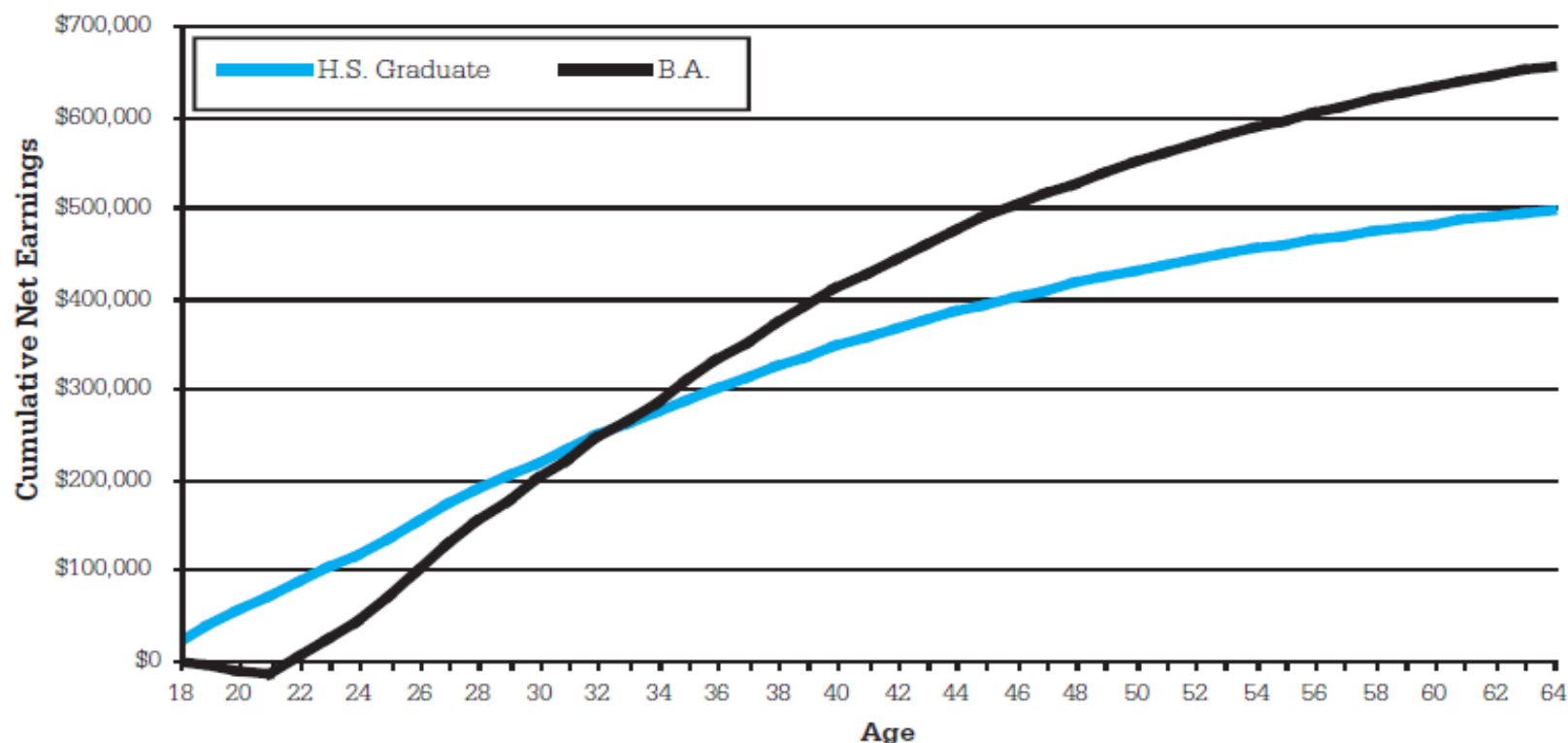
- Less than a High School Diploma, 25 yrs. & over
- High School Graduates, No College, 25 yrs. & over
- Some College or Associate Degree, 25 yrs. & over
- Bachelors degree and higher, 25 yrs. & over



<http://www.calculatedriskblog.com/>



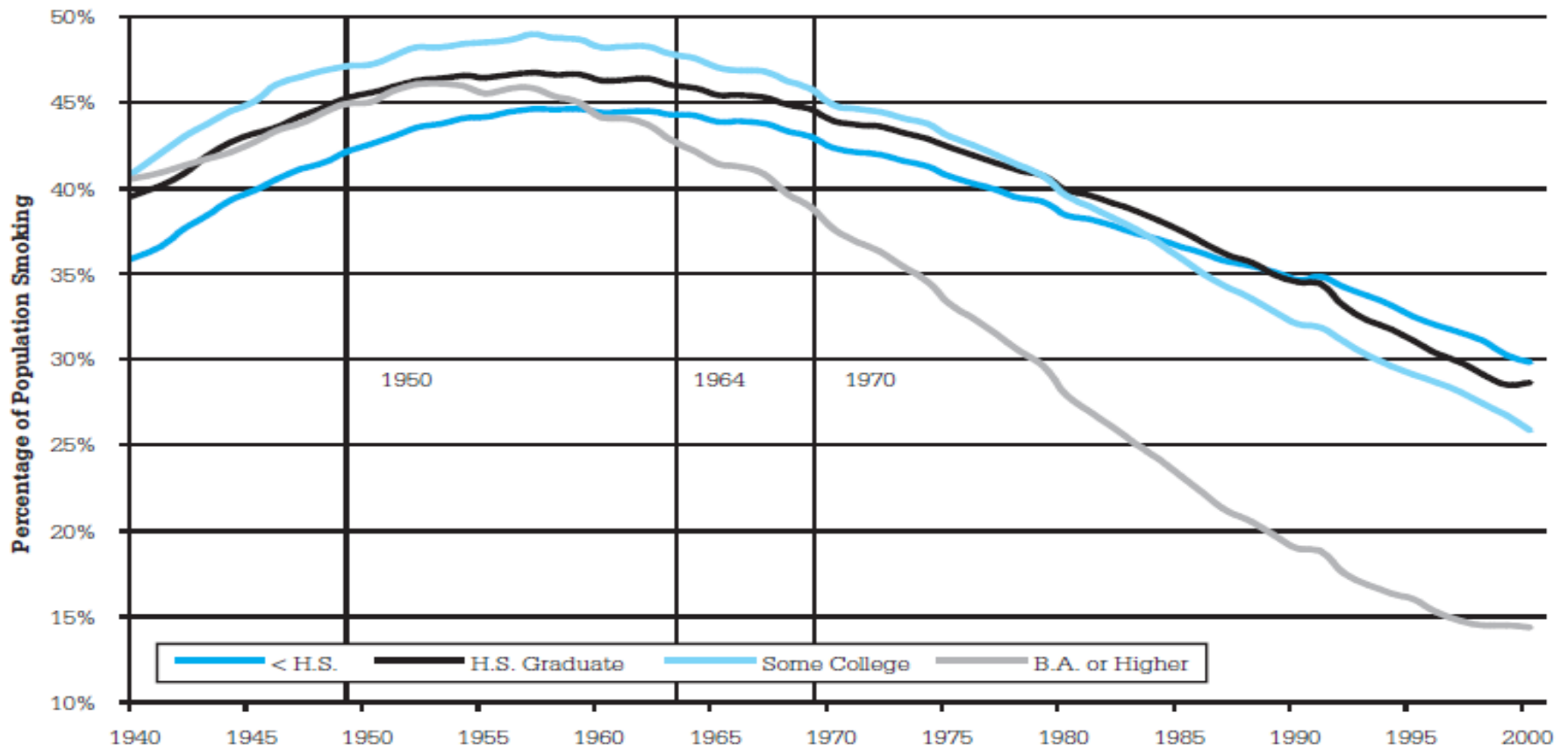
Estimated Cumulative Earnings Net of College Costs



Notes: Based on median 2003 earnings for high school graduates and college graduates at each age and discounted using a 5 percent rate. Earnings for B.A. recipients include only those with no advanced degree.

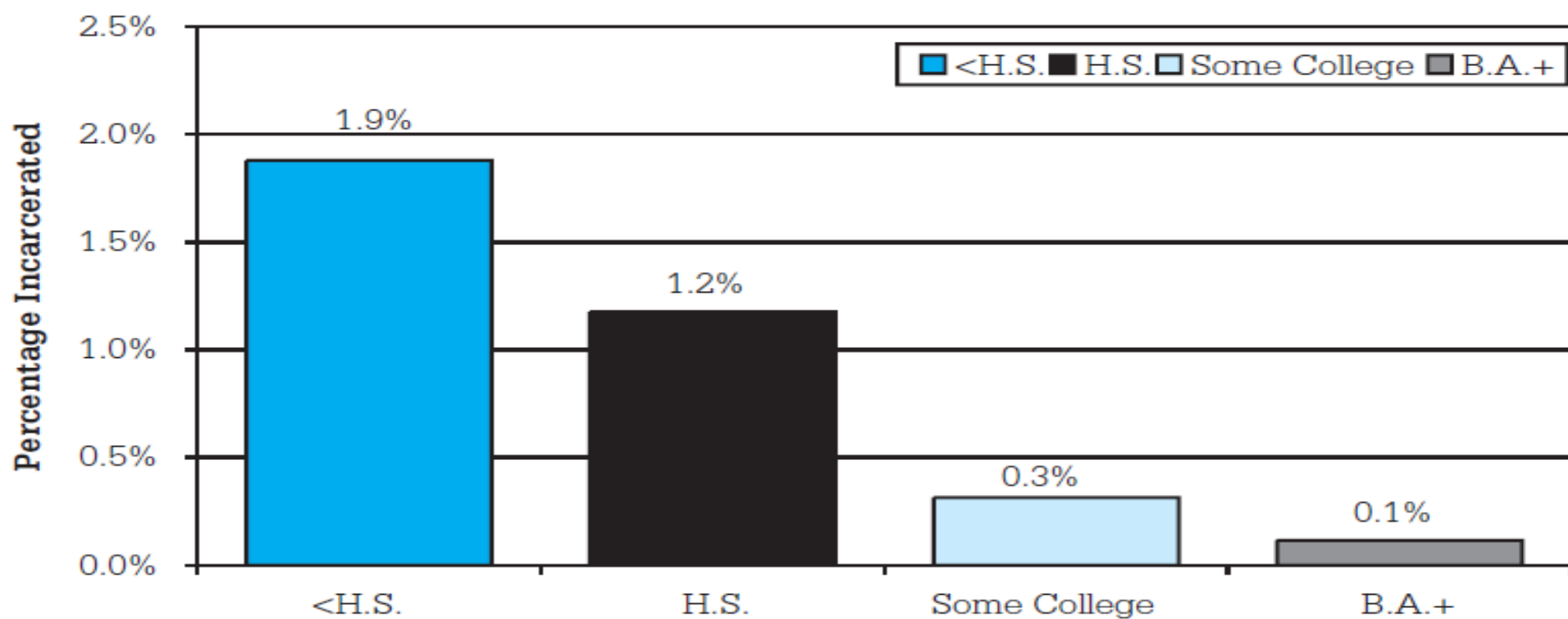
Sources: U.S. Census Bureau, 2004, PINC-03, PINC-04; The College Board (2003); calculations by the authors.

Smoking by Education Level, 1940–2000



Source: De Walque, 2004.

Incarceration Rates by Education Level, 1997



Note: Including federal, state, and local prisons.

Source: Harlow, 2003.



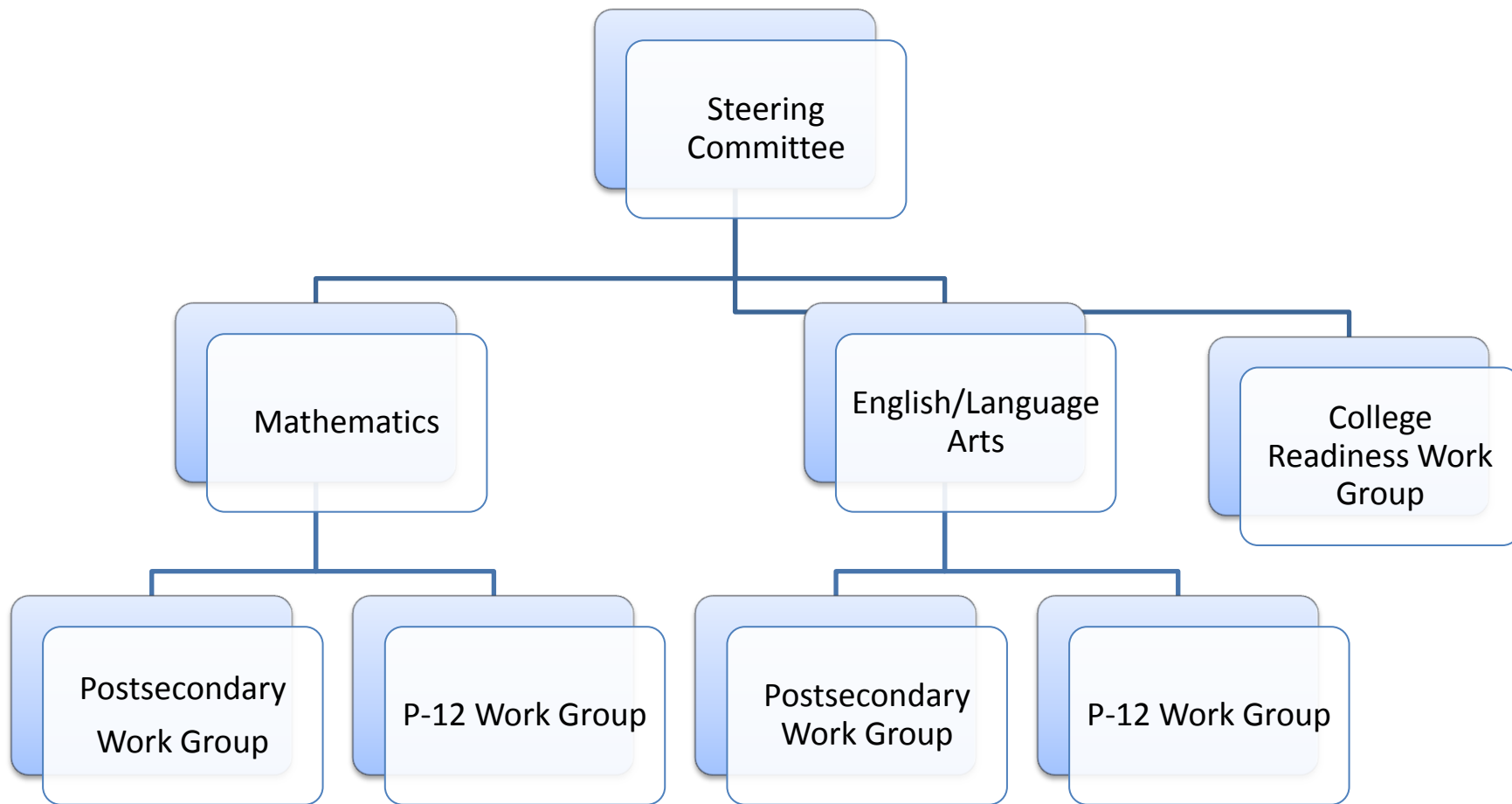
THE NEXT ERA OF REFORM





The Comprehensive Process for Senate Bill 1 Implementation

Senate Bill 1 called upon the Kentucky Department of Education, in collaboration with the Kentucky Council on Postsecondary Education, to plan and implement a comprehensive process for revising the academic content standards.



Purpose of the plan is to revise content standards to meet the following requirements:

- **Focus** on critical knowledge, skills, and capacities
- Result in **fewer**, but more **in-depth** standards to facilitate mastery learning
- Be based on **evidence-based** research
- Consider **international benchmarks**
- Ensure the standards are **common from high school to introductory course** expectations in postsecondary institutions.

The Common Core State Standards will enable participating states to:

- Articulate to parents, teachers, and the general public expectations of students**
- Align textbooks, digital media and curricula to the internationally benchmarked standards**
- Ensure professional development for educators is based on identified need and best practices**
- Develop and implement an assessment system to measure student performance against the common core state standards**
- Evaluate policy changes needed to help students and educators meet the common core state college and career readiness standards**

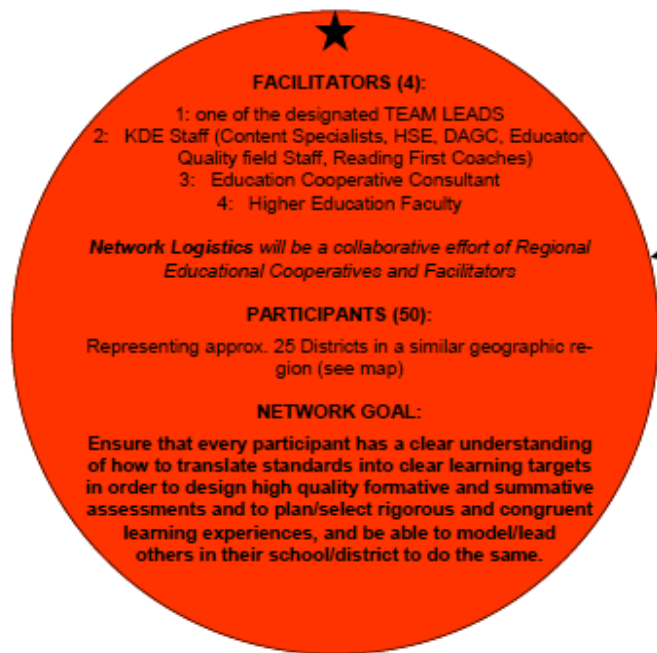
College and Career Readiness Performance Standards for English/Language Arts

- 1. Students can demonstrate independence as readers, writers, speakers, and listeners.**
- 2. Students can build strong content knowledge.**
- 3. Students can respond to the varying demands of audience, task, purpose, and discipline.**
- 4. Students can comprehend as well as critique.**
- 5. Students can privilege evidence.**
- 6. Students can care about precision.**
- 7. Students can craft and look for structure.**
- 8. Students can use technology strategically and capably.**

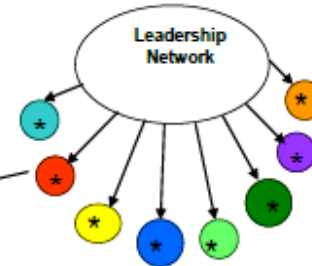
College and Career Core Readiness Standards for Mathematics

1. Number
2. Quantity
3. Expressions
4. Equations
5. Functions
6. Modeling
7. Shape
8. Coordinates
9. Probability
10. Statistics

Professional Development: Scaling Up Highly Effective Teaching and Learning



Example of any *SINGLE* Leadership Network Site



SAMPLE NETWORK BOUNDARIES



Unified College Readiness Strategies

- **Accelerated Learning Opportunities (focusing on the expansion of Advanced Placement (AP) and International Baccalaureate (IB) program access and dual credit opportunities)**
- **Secondary Intervention Programs (focusing on the development of transitional coursework)**
- **College and Career Readiness Advising (focusing on the full implementation of the Individual Learning Plan and comprehensive advising programs)**
- **Postsecondary College Persistence and Degree Completion (focusing on bridge programming, accelerated learning opportunities, and student support and intervention systems)**



QUESTIONS?

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION



cpe.ky.gov